EFFECTIVE INSTRUCTIONAL STRATEGIES: CO-TEACHING AND CONSULTATION

LRE Training Module

Office of Special Education Programs

New Jersey Department of Education

2015-2016 School Year

Agenda

- Foundational Elements of LRE
  - Defining an Array of Supports
  - Defining Collaboration

- Effective Collaborative Instructional Strategies
  - In-class Resource Programming (Co-teaching)
  - Consultation Model of Support

- Strategies for Success –Administrative Supports
  - Planning
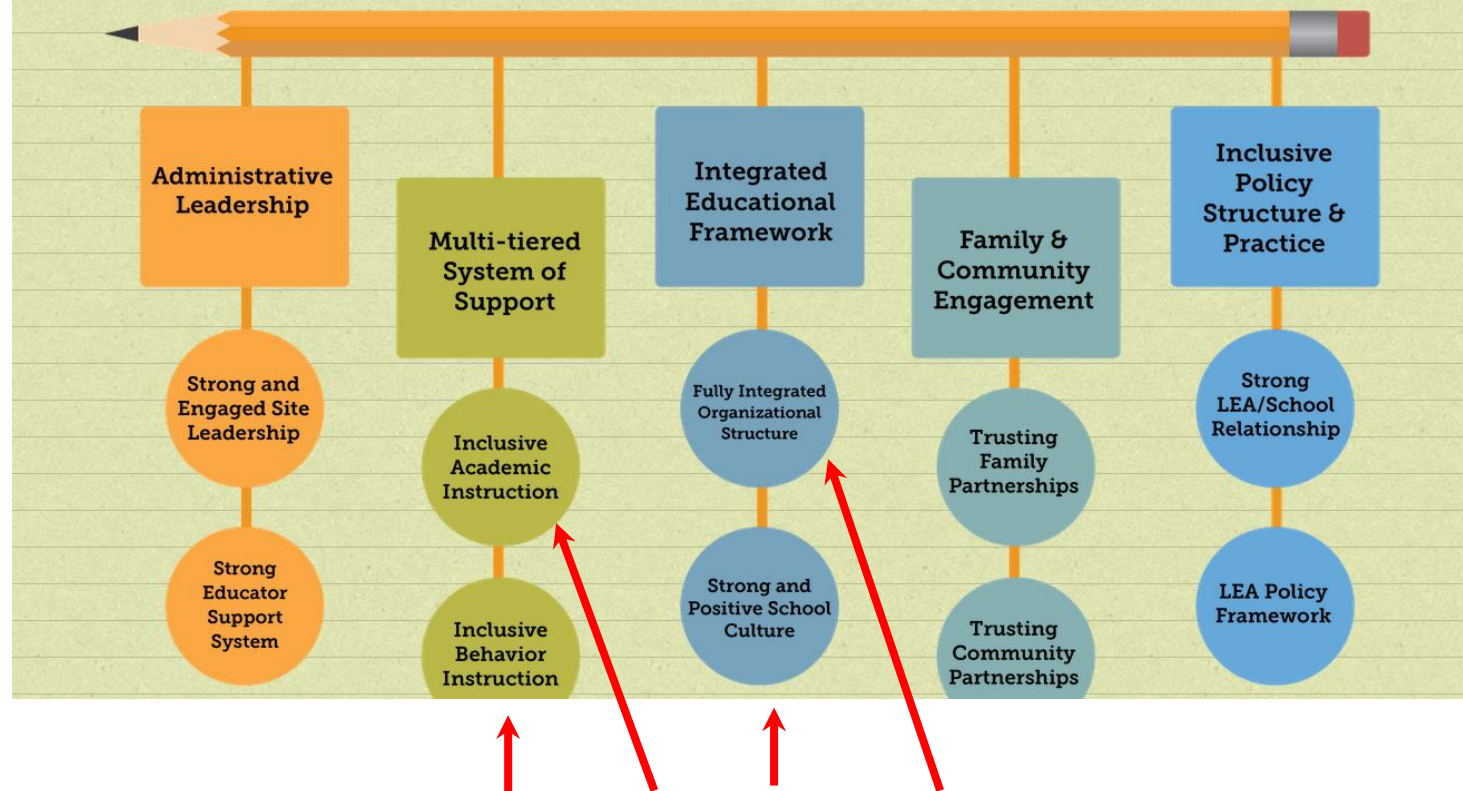 - Collaboration
  - Problem-solving

What is SWIFT?

Schoolwide Integrated Framework for Transformation

Co-Teaching and Consultation

Why Co-Teaching and Consultation?

If NJDOE	Then	Then	Then
Provides training and technical assistance in the use of effective instructional collaborative strategies	…more principals will implement an integrated framework for instruction	…students' progress in and achievement of the NJ Core Curriculum Standards will be accelerated	…an increased percentage of students with IEPs will benefit from education in general education settings for a greater percentage of their school day.
	…teachers will be supported and effectively collaborate to increase achievement and progress	…more students will set high expectations for themselves in response to higher standards set by teachers	
	…teachers will be better equipped with a toolbox of varied and differentiated supports to meet students' instructional and assessment needs	…teachers will be better prepared to provide appropriate instructional strategies in the least restrictive environment	

Workshop Goals

- To provide an overview of an array of supports that supports Least Restrictive Environment;
- To provide basic knowledge, skills, and tools needed to implement and support effective in-class resource program instruction /co-teaching for general and special education teaching pairs;
- To provide basic knowledge, skills and tools needed to implement and support effective consultation; and
- To provide strategies for successful implementation of co-teaching and consultation.

Array of Supports

**Curricular/Instructional Modifications
or Specialized Instructional Strategies**

Behavior Supports   **Supplementary Instruction**

**In-class
Resource Programs**   **Assistive
Technology**

Integrated Therapy   **Teacher Aides**   **Consultation**

[N.J.A.C. 6A:14 4.3 (a)]

Reflection…

	Modifications and Accommodations to curriculum	Teacher Aides	Behavior Supports	Assistive Technology	Consultation	Integrated Therapy	InClass Resource Programming	Supplementary Instruction
high								
med								
low								

Key Vocabulary: Addressing Impact of Disability

- Adapting the content, methodology, or delivery of instruction to address the **unique needs** of the child and to ensure access to the general education curriculum …. [IDEA 300.39(b)(3)]

Specialized Instruction

Key Vocabulary: Individualized Education Program

The student shall be provided…

- **Modifications** to the instructional strategies or testing procedures or other specialized instruction **to access the general education curriculum** in accordance with the student's IEP

[N.J.A.C. 6A:14-4.6(i)]

Key Vocabulary:
Least Restrictive Environment

- To the maximum extent appropriate, a student with a disability is educated with children who are not disabled

[N.J.A.C. 6A:14-4.2]

Research:
Why Include?

- Students with special needs are more likely to be retained for at least one year (26%)

- Have a lower graduation rate (41%)

- And are less likely to go to college, have less earning potential and are more likely to be involved in our penal system

Bowe (2004)

Benefits of Inclusion within General Education Programs

Wagner, M., Newman, L., Cameto, R., Levine, P. and Garza, N. (2006). *An Overview of Findings From Wave 2 of the National Longitudinal Transition Study-2 (NLTS2)*. (NCSER 2006-3004). Menlo Park, CA: SRI International.

- *Higher test scores on standardized tests in reading and math*

- *Fewer absences from school*

- *Fewer referrals for disruptive behavior*

- *Better outcomes after high school in the area of employment and independent living*

Benefits of Inclusion within General Education Programs

•Cole, Waldron, & Majd: Cosier, Causton-Theoharis & Theoharis, 2013

•Dessemontet, Bless & Morin, 2012

•Cole, et al., 2004

•*Time spent engaged in the general education curriculum is strongly and positively correlated with math and reading achievement for students with disabilities*

•*Students with intellectual disabilities that were fully included in general education classrooms made more progress in literacy skills when compared to students served in special schools.*

•*Students without disabilities made significantly greater progress in reading and math when served in inclusive settings.*

COLLABORATIVE MODELS

In-class Resource Programming – Co-teach

Consultation

Creating a Wordle

www.wordle.net

Wordle
www.wordle.net

Defining Collaboration

- As a group
- Use the word list that you created in WORDLE and define collaboration
  - Remember, the words that appear largest are the ones that SHOULD be included in your definition
  - The ones that appear smaller might enhance, enrich your definition.

- Be prepared to share your group discussion.

Effective Col(labor)ation

Working together to achieve common goals

Cooperating willingly

Conferring and contributing

Adding to and making more – not giving up some part or conceding something

Enhanced by diversity of experience, values, abilities and interests

"Working together to create value while sharing virtual and physical space"

Dettmer, Dyck & Thurston (1999)

Rosen (2007)

Collaboration In Today's Schools

Students collaborate:

Students are valued for their unique contributions to the learning community

Teachers collaborate:

Instructional leaders work together to solve learning challenges and address the needs of all learners in a learning climate that promotes achievement for all students.

Teachers and Students collaborate:

In today's inclusive classroom, teachers are facilitators and students are engaged in their learning.

Technology helps us collaborate:

In today's classroom, technology is a part of learning in all subject areas and students work in groups to complete work products.

Common goals help us collaborate:

All students are reaching the high expectations of New Jersey Standards.

Collaboration

In-Class Resource programming

Consultation

In-Class Resource Programming

In-class Resource programs…

- Shall be specified in the **student's IEP** (by subject/content area)

- Are **programs of specialized instruction designed** to address the unique needs of students with disabilities

- Are provided by an appropriately certified **teacher of students with disabilities**

[N.J.A.C. 6A:14-4.6]

Consultation

Consultation may include, but is not limited to:

- The **development and demonstration** of techniques and strategies

- **Data collection** on the effectiveness of the techniques and strategies

- Development of **positive behavioral supports**

[N.J.A.C. 6A:14–4.5(e)]

Collaboration and the
In-Class Resource Programming Model

Co-plan

Plan unit/lesson expectations & materials

Determine student groups

Determine co-teaching arrangements

Co-instruct

Actively engage in Instruction

Share responsibility for all students

Vary instructional arrangements

Blend expertise

Co-Manage: teach and reinforce positive behavior, both are responsible for classroom climate and discipline

Co-Assess: Collect, review, reflect and analyze student data to inform instruction

Collaboration and the Consultation Model

- …an interactive process that enables groups of people with diverse expertise to generate creative solutions to mutually defined problems. The outcome is enhanced and altered from original solutions that group members would produce independently.

Nevin, Thousand, Paolucci-Whitcomb & Villa (1990)

In-Class Resource Programming Teacher Role

- Knowledge of the curriculum
- Knowledge of grade level expectations and standards of performance
- Knowledge of the general education classroom learning environment.
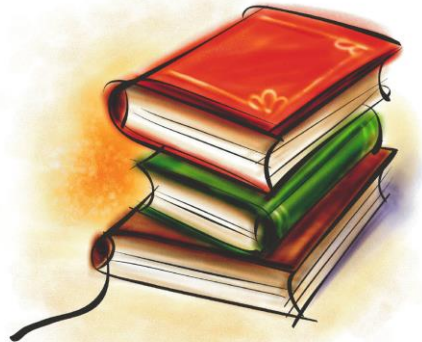
- Knowledge of the IEP.
- Expertise in modifying the general education curriculum to address the student's unique needs
- Knowledge of various supports the student may need to be successful in the general education classroom
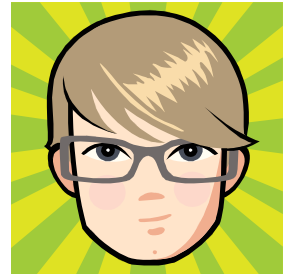
In-Class Resource Programming

The **primary instructional responsibility**

for the student with a disability

shall be the **general education teacher** unless otherwise specified

in the student's IEP.

[N.J.A.C. 6A:14-4.6(i)]

In-Class Resource Programming Co-teaching

The essence of co-teaching consists of collaboration, communication, and compassion. When any co-teaching pair mindfully makes these three ideals their everyday targets for teaching and learning together, they will have a successful partnership.

Stein (2014)
Twitter @elizabethlstein and #coteachat

Instructional Teaching Arrangements

Parallel Teaching

Complementary Teaching

Team Teaching

Supportive Teaching
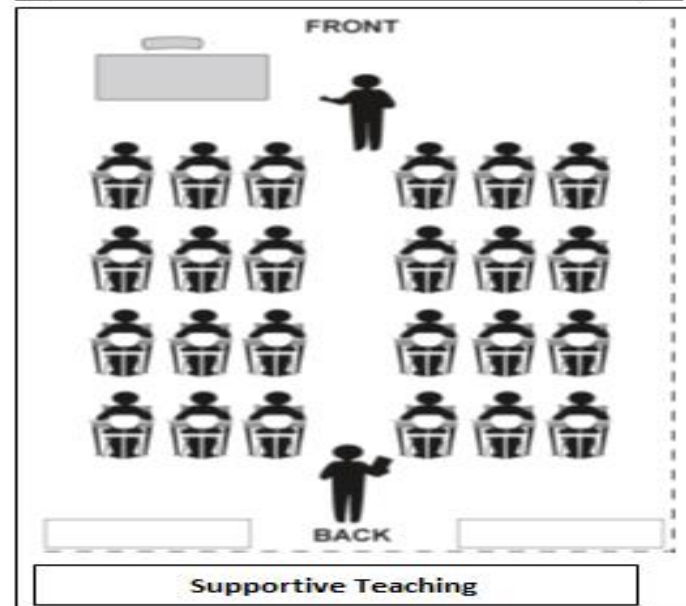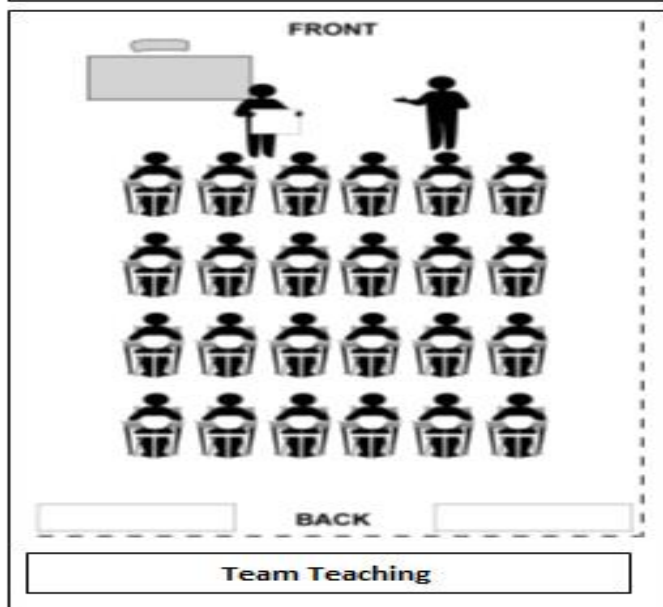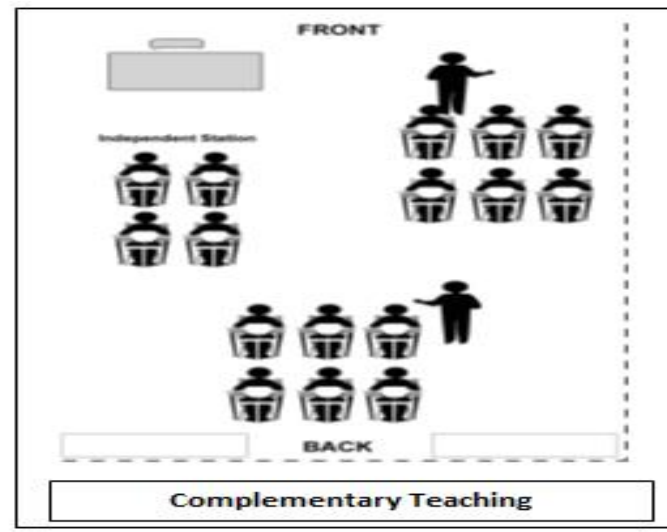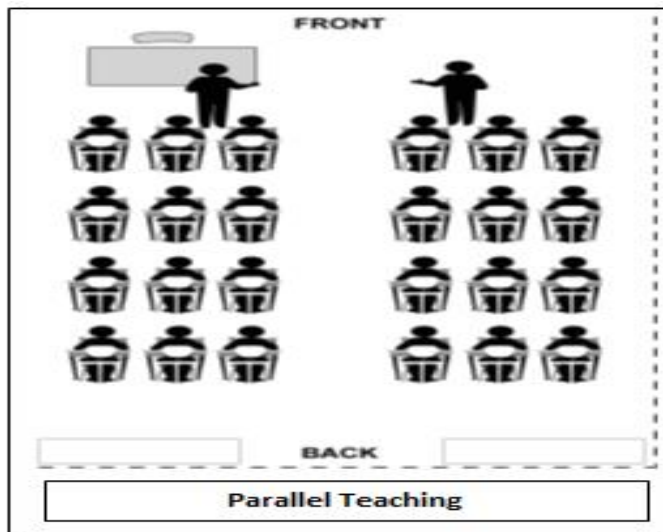
Instructional Arrangements
Supportive Teaching
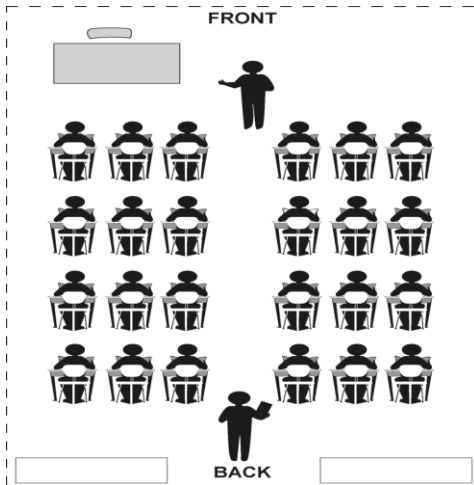
Supportive Teaching

- Enhances or reinforces the lesson content by helping students attend to, understand, and remember key information, relationships, and processes.
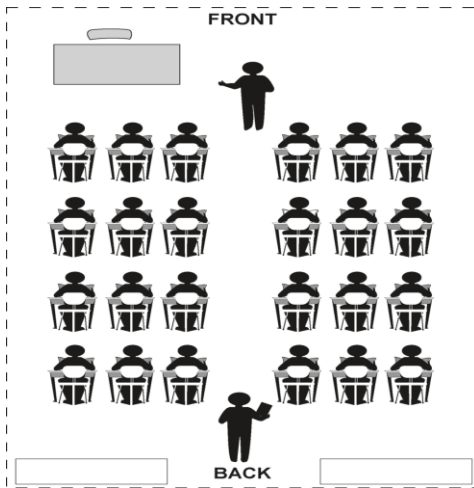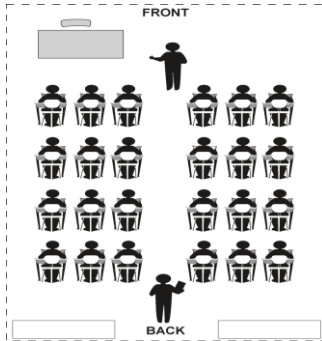
Supportive Teaching

- General education teacher has primary instructional responsibility to provide the initial presentation of content

- Special education teacher assumes an active role by supporting and adapting instruction to meet the individual needs of students.
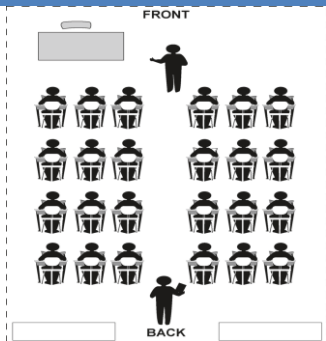
Supportive Teaching Examples

- Rewording oral or written directions
- Breaking a task down into small chunks
- Using manipulatives to reinforce a lesson
- Reducing visual clutter on a page
- Color coding text to identify new vocabulary and/or key concepts
- Re-teaching a previously taught concept
- Developing study guides and lecture outlines
- Demonstrating how to use a graphic organizer
- Designing an adapted assessment tool
- Supporting behavior or social skill needs through observation, instruction, and assessment

Instructional Arrangements Parallel Teaching
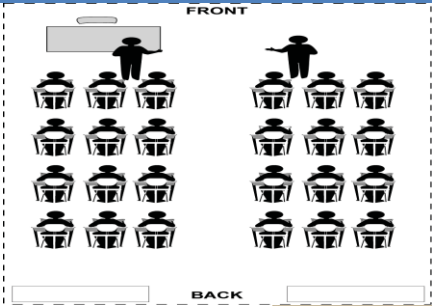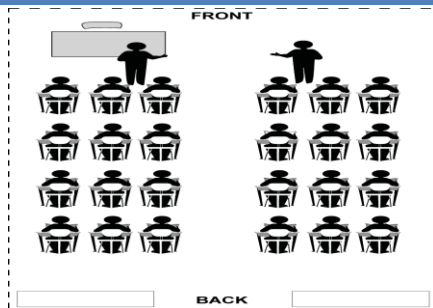
Parallel Teaching

- General education teacher and special education teacher divide the students into flexible groups.

- Each teacher becomes responsible for a smaller instructional group.

- Also referred to as "Station Teaching" or "Centers" in which students are divided into small groups and rotate through stations or centers.

- Configuration of groups should <u>change</u>, depending on lesson goals and student needs.
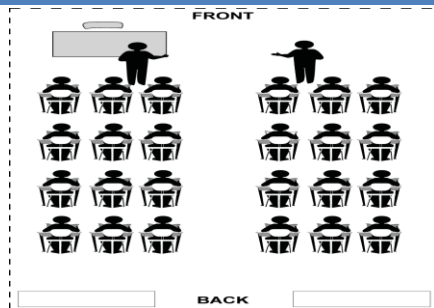
Parallel Teaching Examples

- As a follow-up to a whole class lesson on a science concept, each teacher models the concept to half the class.

- One teacher reinforces a skill previously taught while the other teacher does an enrichment activity.

- Each teacher works with a small group while other students work independently.

- One teacher works with a small group while the other teacher rotates as individual students complete assignments.
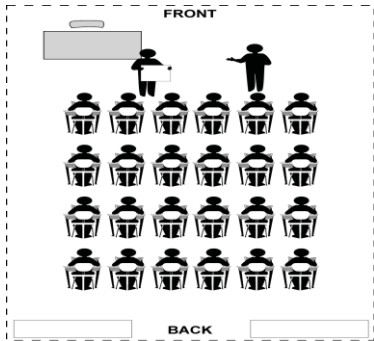
Instructional Arrangements Team Teaching
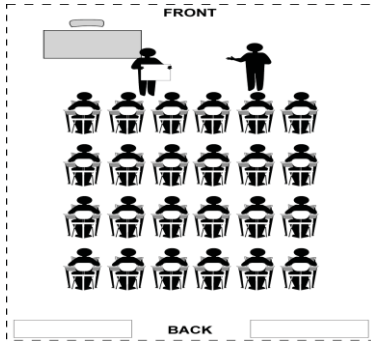
Team Teaching

- Special education teacher shares in instruction by reinforcing, modeling, and adapting the content delivered by the general education teacher

- Both teachers are working together to provide instruction. Team teaching facilitates debates, modeling note-taking, compare/contrast or role-playing.
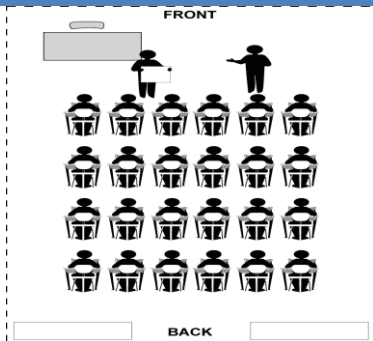
Team Teaching Examples

- The teachers collaboratively review student writing samples and determine that students need to use more robust vocabulary.
  - General education teacher introduces lesson by setting objectives and writing words taken from student writing on chart paper.
  - Special education teacher extends lesson by asking students to think about other words that have the same meaning as these standard words and jots down their ideas on a post-it.
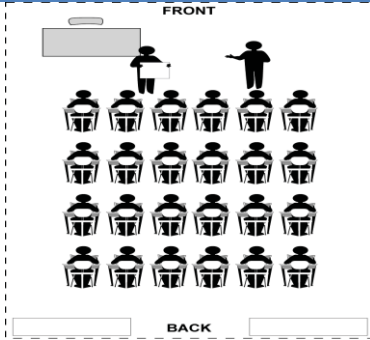
Team Teaching Examples

- Teachers alternate roles:
  - One teacher takes the lead to elicit ideas for new, more robust vocabulary
  - At the same time, the other teacher records student responses and adds to the discussion by reinforcing and/or extending student ideas
- Both teachers then demonstrate how to select and replace standard words with more robust words projecting a writing sample.
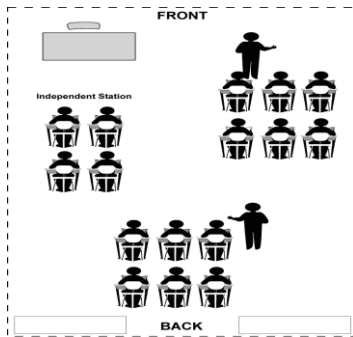
Instructional Arrangements Complementary Teaching
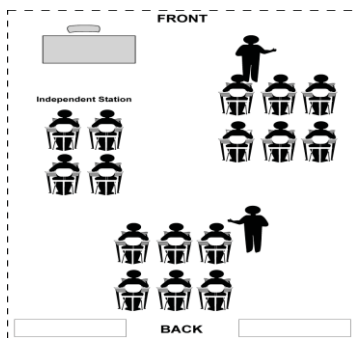
Complementary Teaching

- Focuses on teaching students *how to learn* Students are explicitly taught learning strategies/study skills to enable them to master curriculum content

- General education teacher presents the lesson content

- Special education teacher emphasizes the learning strategies
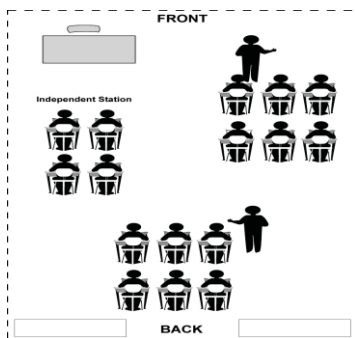
Complementary Teaching Examples
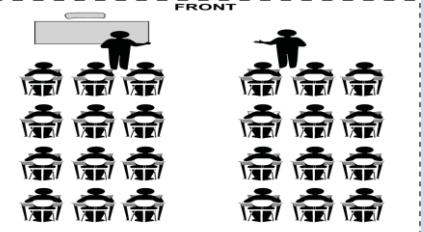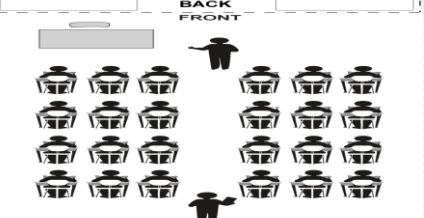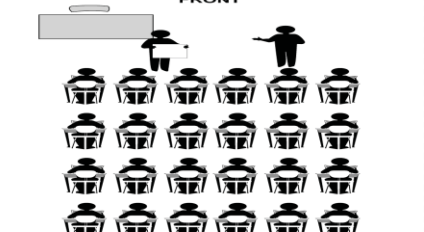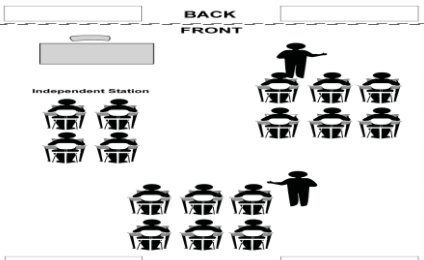
- Special education teacher reinforces concepts that were previously taught for an upcoming lesson

- Special education teacher teaches SLANT as an acronym for how to listen in class

- Before the main lesson, the special education teacher conducts a mini-lesson on good listening skills with guided practice and corrective feedback

- Before the social studies teacher conducts a lesson on the underlying values and principles of democracy, the special education teacher models notetaking through power point notes in a mini lesson.

- Following a science unit on weather, the special education teacher reviews strategies for memorization to help students prepare for an upcoming test.

CO-TEACHING EXAMPLE

https://www.youtube.com/watch?v=_pnxst7dkLk&cmp=ENL-EU-NEWS1

Instructional Teaching Arrangements

Models of Co-teaching	Key Points	What lesson might I see?
	Parallel Instruction – Groups that change based on ongoing assessment	
	Supportive Instruction, One lead teacher, One supports students	
	Team Teaching Two teachers participate in the presentation	
	Complementary Instruction A mini lesson that supports instruction	

Consultation

Consultation

- May be provided **on behalf of** a student with disabilities or a group of students with disabilities
- May be provided by a related services provider, a teacher of students with disabilities or a child study team member **to the general education teacher and/or the teacher aide**
- Specified in each student's **IEP**, including **frequency** and **duration**

[N.J.A.C. 6A:14-4.5(e)]

Consultation

Consultation may include, but is not limited to:

- The **development and demonstration** of techniques and strategies
- **Data collection** on the effectiveness of the techniques and strategies
- Development of **positive behavioral supports**

[N.J.A.C. 6A:14–4.5(e)]

Supporting Students in the General Education Classroom

Adults working
<u>directly</u>
with the student

Adults working
<u>indirectly</u>
(on behalf of the student)

In-class Resource Programs

Supplementary Instruction

Teacher Aides

Supports for School Personnel through
Consultation Services

Consultant's Role

Development and Demonstration of Techniques and Strategies

Such as:

- Adapting instruction, materials, technology, and equipment
- Increasing student participation in whole group/small group activities
- Infusing learning strategy instruction into content instruction
- Develop lessons using the principles of Universal Design for Learning (UDL)

Consultant's Role

<u>Data Collection on Effectiveness of Techniques and Strategies</u>

- Methods and formats for collecting data on the effectiveness of instructional strategies and techniques
- Methods and formats for collecting data on the effectiveness of behavior interventions

Consultant's Role

Development of Positive Behavior Supports

- Reviewing existing behavior plans

- Developing the plan for directly teaching the behavioral expectations

- Designing an incentives/recognition system in accordance with the student's IEP

- Evaluating the effectiveness of behavior interventions and recommending modifications, as needed

Documenting Consultation Services

Page 16	OR	Page 10
Statement of Special Education, Related Services, and SAS		Supports for School Personnel
Need to Reflect Frequency and Duration		Need to Reflect Frequency and Duration

Effective Consultation includes:

- **Intra**personal communicative, interactive, (stages) problem solving skills

- **Inter**personal skills
  - Building a relationship between the consultant and consultee

- An appropriate **underlying knowledge base**
  - Assessment and intervention strategies to address learning and behavior needs

Collaborative Problem-Solving

1. Establish the collaborative team
2. Define the problem
3. Determine the goal and explore possible solutions/interventions
4. Design and implement the intervention(s)
5. Monitor the effectiveness of the intervention(s) and alter, as necessary

Adapted from Zins & Erchul (2002)

Consulting teacher meets to plan lesson adaptations as outlined in the student's IEP.

Consultation

Consulting teacher observes in a classroom to provide feedback on environment, materials, resources throughout the year/marking progress.

Consultation

Consulting teacher, BCBA for behavior management, AT for communication device, PT for student transfer, provides support or data collection.

Consultation

Consulting teacher works collaboratively with the general education teacher to define and teach Positive Behavior Supports at the beginning of the school year.

Consultation
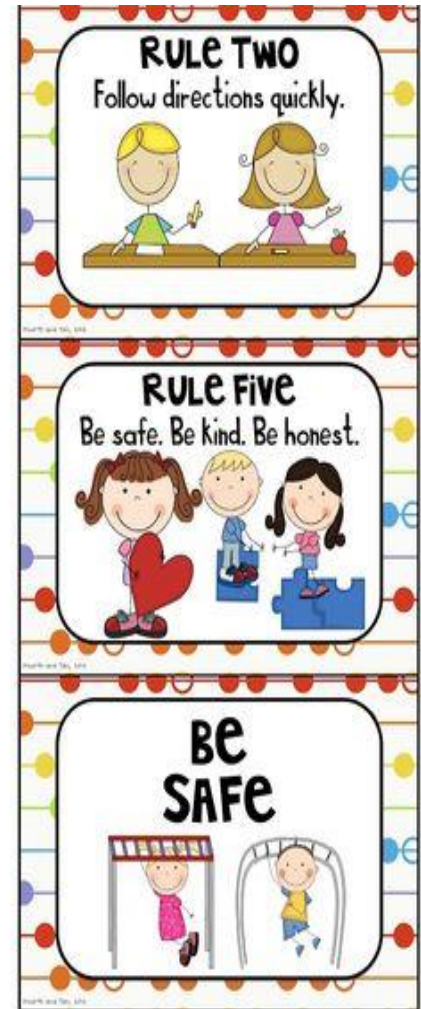
CONSIDERATIONS FOR ADMINISTRATORS

"The planning and implementation of [co-teaching] must be deliberate, structured, systematic and ongoing in order for it to be successful."

Access Center, 2010

http://www.air.org/project/access-center-improving-outcomes-all-students-k-8

Administrator's Role

Establishing the building climate.

- Creating a climate of **collaboration**

- Fostering a climate that values **inclusive practices**

Communicating the belief that co-teaching and consultation are **effective and beneficial** for students and teachers.

Administrator's Role

- Providing ongoing support
  - Regular review of student need
  - Ways to get help
  - Resources
  - Time/scheduling
  - Coaching/mentoring
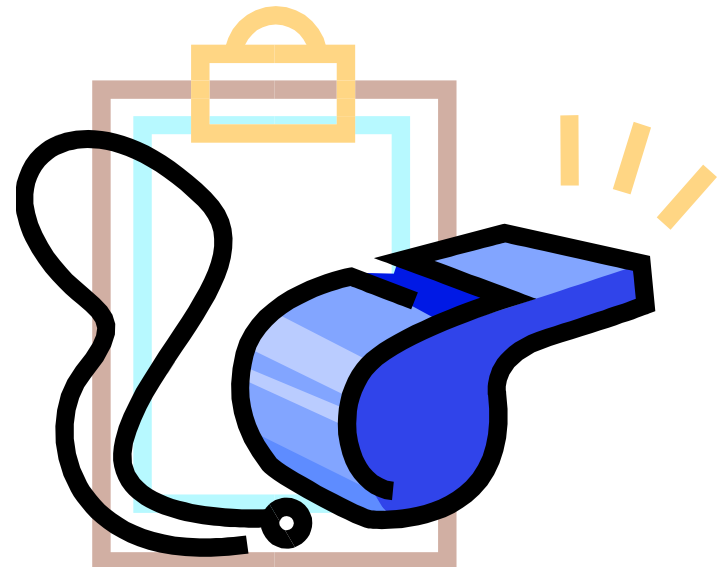
In-Class Resource Programming Administrator's Role

- Communicating expectations early
  - Collaborative relationship
  - Roles and responsibilities
  - Areas of negotiation
  - Active teaching
  - Instructional arrangements based on student need
  - Variety in teaching methods, but no hierarchy
  - Collaborative lesson planning

Administrator Supporting Co-teachers

- Can the role of each teacher be defined at any given point in the lesson?

- Is each role "meaningful"? Does each role enhance the learning process?

- Do teachers vary their roles during the course of the lesson?

- Is each teacher well-suited to the role that he/she is assuming?

- Are both teachers comfortable with the content and process?

- Is the special education teacher, general education teacher working with all students, some students?

Administrator Supporting Co-teachers

CO-TEACHING CLASSROOM OBSERVATION TOOL

Co-Teaching Classroom Visit: Date_____   Co-Teaching Team:_____

School District:_____   School:_____

Observer:_____   Date:_____ Time:_____ Subject_____

	✓ Observed / X Not Observed	Evidence of Co-Teaching Best Practice Two teachers actively engaged in instruction, using a variety of instructional strategies so that all students achieve.	Teaching Model Observed: Indicate all Parallel; Team; Supportive; Complementary
Teacher Role		Both teachers are actively engaged in instruction.	
		Both teachers' voices are heard in the instructional process	
		Inclusive language is used by all adults (us, our, we)	
		Teachers manage more than one activity	
		Teachers utilize verbal or nonverbal communication between themselves during lesson activities to effectively manage classroom behavior and direct instruction.	
Differentiation		Lessons are differentiated in content, process, product, and/or learning environment.	
		Presentation includes multiple forms of representation including technology such as SMART board, overhead, chalk/white board, video, audio, word wall, scaffolds (Circle all that apply)	
		Accommodations are evident within the instruction and activities/work presented. Graphic organizers/study/note taking guides, manipulatives, visual supports (Note specific strategies)	
		materials used by students include: textbooks, technology, worksheets, other_____ (Circle all that apply)	
		Students are actively involved in the learning and engaged with authentic tasks	
		Content is age-appropriate, related to CCSS, NJCCCS	
Culture and Climate		Positive Behavioral Supports are used in the classroom	
		Rituals and routines are evident.	
		Teacher /student interaction is positive, supportive	
		Adults move around and come in physical contact with all students	
		A variety of instructional groupings are seen. Circle any/all that apply: Pairs Small Groups Whole Class Independent Learning	

Supportive Teaching — One teacher supports and adapts instruction to meet the individual needs of the student(s). One teacher assumes an active role in individualizing the instruction while the classroom instruction is taking place. Teachers develop specialized instruction, grouping, and techniques to support class lessons.

Team Teaching — Lesson is divided into segments. Instruction is provided alternatively with each teacher following effective lesson structure. Instruction is enhanced as teachers creatively bounce ideas off each other, Teacher roles may be interchangeable

Parallel Teaching — The general education teacher and special education teacher divide the students into two groups. Each teacher is responsible for the smaller instructional subgroups.

Complementary Teaching — Two lessons are taught. Typically, one lesson focuses on instruction of a school/life skill (e.g. self help skills, study skills) and the other lesson focuses on content instruction...a lesson within a lesson.

A project of the Learning Resource Center Network
2013

Consultation
Administrator's Role

- Provide opportunities for communication and shared decision making
  - Across teaching teams
  - At grade level and/or content level meetings
  - With administrators/supervisors

- Provide professional development opportunities
  - Visitations/observations
  - Curriculum and Alternative Programs

Administrator Supporting Consultation

In making assignments consider

- Partner and subject area preferences
- Personality/work style match
- Subject area versus grade level assignments
- Longevity of team assignments
- Class composition
- Scheduling planning time

Planning for Instruction

- The resource program teacher shall be provided **time on a regular basis for consultation** with appropriate general education teaching staff
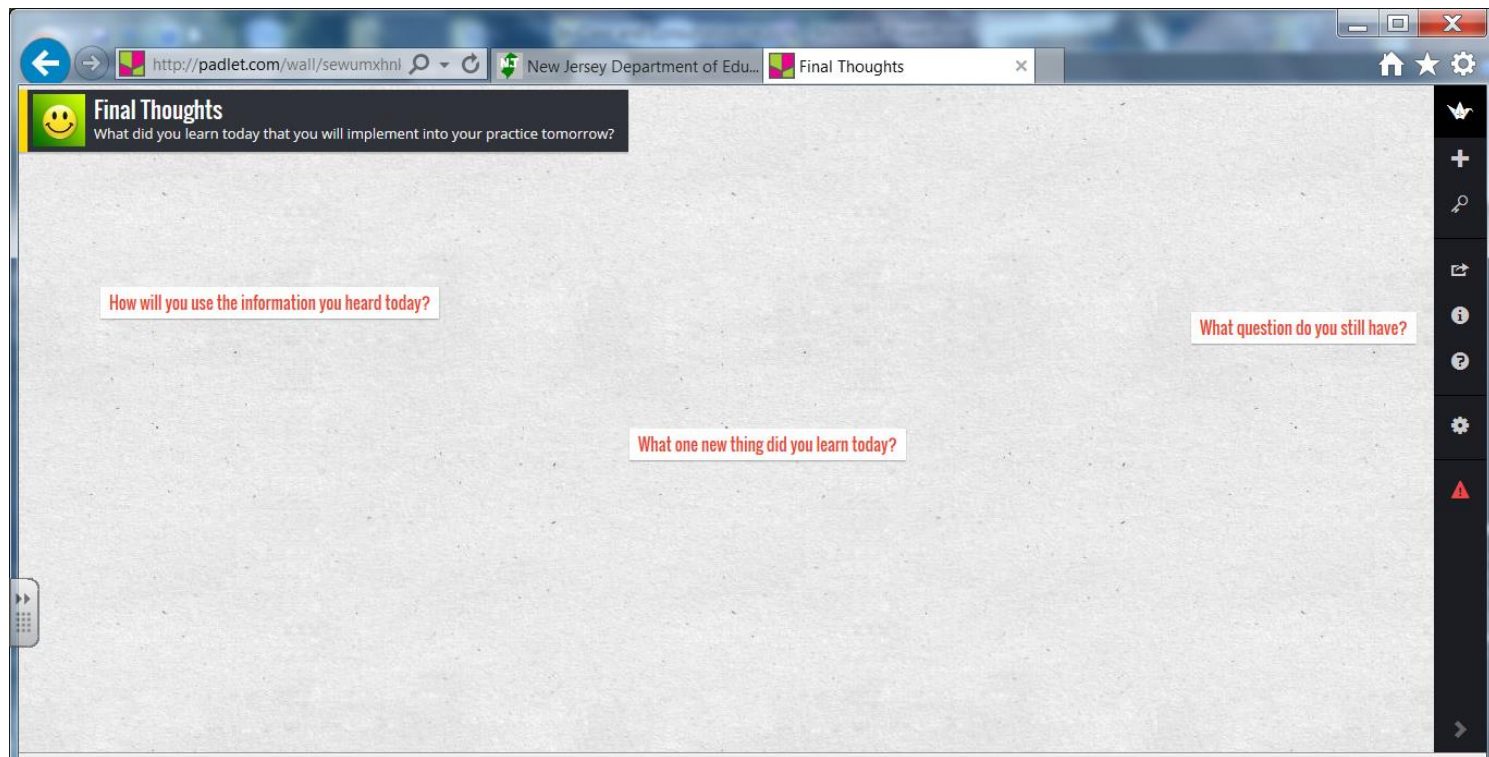
[N.J.A.C. 6A:14-4.6(g)]

Planning Considerations

- Establish a regular time and location to plan collaboratively

- Use an agenda

- Determine regular roles and responsibilities

- In the lesson/unit, determine who, what and how

- Provide time for assessment & feedback

- Document your plans for the future

Murawski (2012)

Padlet Final Thoughts
http://padlet.com/wall/rb81n9txg55j

Resources

Bowe, Frank (2004) *Making Inclusion Work.* NJ: Pearson

Conderman, & Hedin. (2012). Purposeful Assessment Practices for Co-Teachers *Teaching Exceptional Children, 44*(4), 18-27.

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Resources

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Resources

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